

TABOR COLLEGE

School of Adult & Graduate Studies

ENG 102 – English Composition II

Credit Hours: 3

Location: Online

Course Description

Composition II progresses from writing learned in ENG 101. Composition II includes instruction and practice in writing advanced essays as students respond to literary genres: fiction, drama, poetry, and film. Methods of research documentation and synthesis of material are emphasized. Prerequisite: ENG 101

Required Texts

Gardner, Janet E., et al., eds. *Literature: A Portable Anthology*. 4th ed. Bedford, 2017. ISBN: 978-1-319-03534-1

Zinsser, William. *On Writing Well*. 30th Anniversary ed. New York: Collins Reference, 2012. ISBN: 978-0-06-089154-1

Course Objectives

Upon completion of this course, students should be able to:

1. Demonstrate knowledge of works of literature that represent diversity in gender, race, culture, and ethnicity.
2. Demonstrate a knowledge of the religious, philosophical, political, and cultural contexts from which literature developed.
3. Demonstrate an ability to evaluate critically a composer's or speaker's purpose and message.
4. Demonstrate an understanding of the composition process, including the research process.
5. Demonstrate knowledge of the terminology and critical perspectives needed to analyze, evaluate, and synthesize texts.

Course Requirements

This course includes the following methods of instruction: Discussion about course concepts, materials, and readings; written essays, and online quizzes over concepts and readings.

Essays (550 pts.): You will write six essays. Essays 1-5 are three-page, non-research papers that are each worth 80 pts. Essay 6 (150 pts.) is a four-page research essay. Late papers will be accepted only with PRIOR approval. Specific essay prompts will be provided. All essays should demonstrate close textual analysis and careful writing. Please consult Part Four of our anthology (1233-1262) and the essay instruction handouts (available under "General Handouts"). While MLA format is the standard when writing about literature, feel free to use APA style if you

prefer so that you do not have to learn a new style guide for this one course. Please be consistent, however, with whichever style you choose to use.

Quizzes (150 pts.): After completing the assigned reading for most units and consulting handouts and videos, you should complete the online quiz. You should feel free to use your book/notes. Quiz 2 is a 50-question (50 pts.) quiz covering literary terminology. A study guide of literary terms (as well as handouts with discussions of these terms) is provided. The other quizzes are twenty-question (20 pt.) quizzes that will be timed (60 minutes) and cover the basic elements of the assigned literature. There are no retakes on quizzes, so work on these carefully only **after** completing the assigned reading.

Discussions (300 pts.): All students will participate regularly in weekly discussions over the material for the week, and this is the primary venue for communication about course topics during the week. Your instructor will occasionally introduce topics for these discussions, but in most weeks you will start your own discussion threads by making an initial post regarding topics/issues that you find significant in the assigned material for the week. An initial post (or response to your instructor's prompt) is due no later than Thursday by 11:59 pm (Central) and follow-up responses to classmates' posts are due no later than Sunday night by 11:59 pm (Central). Minimum of four posts are required, with at least two of those being responses to classmates. Earlier and more frequent participation is strongly encouraged (these are minimum requirements), and limited engagement may be graded accordingly. While the lengths of individual posts will vary, you should contribute a minimum of 300 words/week for each discussion. Refer to the "Discussion Expectations" document posted in the course discussions for details about netiquette standards and general expectations, and see the rubric posted in the course discussion for clarity regarding how grades are determined.

See the **Schedule of Lessons, Activities, & Assignments** for a synopsis of each week's dates, unit theme/topic, reading assignments, and assignments that are due.

Criteria For Evaluating Student Performance:

Grading Distribution

Assessment Item	Grade Value
Non-research Essays (5 @ 80 points each)	400 points
Research Essay (1 @ 150 points)	150 points
Literary Terms Quiz (1 @ 50 points)	50 points
Weekly Reading Quizzes (5 @ 20 points each)	100 points
Weekly Discussions (6 @ 50 points each)	300 points
Total	1000 points

Grading Scale

100-95% = A / 94-90% = A-
89-87% = B+ / 86-83% = B / 82-80% = B-
79-77% = C+ / 76-73% = C / 72-70% = C-
69-67% = D+ / 66-63% = D / 62-60% = D-
59% or less = F

Course Participation Expectations

Students are required to log on regularly, engage in active participation, and check their Tabor email daily for communications from the instructor. While time devoted to the course will vary from week to week and from student to student, the following breakdown provides some guidelines for the amount of time you should be spending on the class:

Online forum participation: 2 hours/week

Readings and discussion preparation: 4 hours/week

Response essays, assignments, and exams: 12-15 hours/week

Total: 18-21 hours/week

Course Policies

WRITTEN ASSIGNMENTS:

This course is not self-paced. You will have regular assignments with recurring due dates. In order to successfully complete this course, you must submit your assignments by the due date/time stated in the syllabus.. Students should retain a copy of all submitted work. Late papers will incur deductions based on the instructor's policies.

COMMUNICATION & QUESTIONS

Online courses offer you the flexibility of learning anywhere, and anytime you have access to the Internet. These classes are taught using Tabor Online to view online lectures, power points, videos, participate in virtual discussions and chats, and even to take exams and practice quizzes. This Course has two announcement boards for in-class communication: A "Course News and Announcements" forum for your instructor's announcements and a "General Questions" forum where you can seek clarification and raise questions concerning class material. Posting to this area allows your classmates to benefit from the answer. It is your responsibility to read all the posts in to the "Course News and Announcements" in a timely manner. Your response from the instructor may not be instantaneous (24-48 hours is a reasonable response time).

CLASS ATTENDANCE:

According to the current [Academic Catalog](#):

- All online courses begin Monday at 12:00 am Central Time and end Sunday night at 11:59 pm Central Time. Each student is required to attend class.
- If a course has not yet begun and a student anticipates missing more than one class session, it is the student's responsibility to request a drop/withdraw from the Academic Support Coordinator.
- Two absences in a course will result in an **Administrative Withdrawal from the course** and the student will receive a (WF) and be financially responsible for the course.

DETERMINING ATTENDANCE ONLINE

- A student must log in at least once a week to be counted present.
- If a student does not log in, s/he will be recorded as absent.
- Being present in an online course will not guarantee successful completion of the course.

Your course will have additional participation expectations which are explained in the Criteria for Evaluating Student Performance section above.

ACADEMIC INTEGRITY:

It is the student's responsibility to know and comply with the Academic Integrity policy listed in our current Academic Catalog (available at <http://www.tabor.edu/academics/ags-academics/student-resources/>).

SERVICES FOR STUDENTS WITH DISABILITIES:

TCAGS desires to give all Students eligible for admission and enrollment the opportunity to succeed. Assistance is usually provided through the Student Success office. All prospective or current students are encouraged to contact and utilize the services provided through the center for their success. Admissions decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admission. Student with disabilities are not required to identify themselves. However, those interested in receiving academic accommodations are encouraged to meet with or contact the Student Success Office (620-947-3121, Ext. 1223) as early as possible to allow for the review of documentation and the formulation of an accommodation plan.

ASSESSMENTS:

Tabor College takes a holistic approach to the assessment of our teaching and learning enterprise. As a result, elements of this course may be utilized for assessment purposes. Typically, this means that selected assignments or activities will be submitted and scored for assessment purposes independently from the standard evaluation processes associated with the course.

ACADEMIC CIVILITY:

Respect for the professor and other students are expected in speech and conduct, and disruptive classroom behavior will not be tolerated. We honor our Lord when we treat others with love and respect. There is plenty of room in this course for differences of opinion and a variety of viewpoints and beliefs. However, those must be articulated in a respectful manner that values the individuals expressing them and the uniqueness of their person and experiences, while acknowledging the areas of disagreement and contributing to the educational purposes of the discussion. Additionally, each student is expected to be aware of the Netiquette guidelines provided in a separate handout, which outlines the expectations regarding interaction, writing style, patience & respect, and tone that all students must demonstrate throughout this learning experience. Failure to follow these netiquette guidelines can result in a range of consequences, from ignored or deleted comments to lower grades on discussions to even academic disciplinary sanctions, depending on the severity of the offense.

This syllabus is subject to change if necessary. If any changes become necessary, they will be communicated.

Tabor College Mission & Vision Statement

Mission

Preparing people for a life of learning, work, and service for Christ and His kingdom.

Vision

To be the college of choice for students who seek a life-transforming, academically excellent, globally relevant and decidedly Christian education.

SCHEDULE OF LESSONS, ACTIVITIES, & ASSIGNMENTS

ALL READING IS FROM GARDNER ANTHOLOGY UNLESS OTHERWISE NOTED.

ALL ASSIGNMENTS ARE DUE AT 11:59 PM (CENTRAL) ON THE LISTED DATE.

Week 1 – Analyzing Literature; Children and Parents			
	<i>Activities to Complete</i>	<i>Due</i>	<i>Points</i>
Objectives	1) Identify several helpful strategies to aid in close reading. 2) Define the key components of the main branches of literary theory. 3) Assess and apply several key literary theories. 4) Demonstrate clean writing, clear organization, and critical thinking in written analysis.		
Readings	“The Role of Good Reading” (1218-1232) “Literary Criticism and Literary Theory” (1347-1360) SHORT FICTION JOYCE: “Araby” (85) LAWRENCE: “The Rocking-Horse Winner” (pdf) POETRY CUMMINGS: “in Just-“ (523) ROETHKE: “My Papa’s Waltz (532) HAYDEN: “Those Winter Sundays” (537) DRAMA WILLIAMS: <i>The Glass Menagerie</i> (pdf)		
Lesson Presentations	“Approaches to Literary Analysis and Interpretation”		
Discussion Questions	What issues or questions were brought up by the reading? What did you find personally meaningful? What did you agree/disagree with? Like/dislike?	Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central)	50
Learning Activities	Quiz #1	Thurs. @ 11:59 pm (Central) of Week 1	20
	Essay #1	Sun. @ 11:59 pm (Central) of Week 1	80

Week 2 – Understanding Literary Genres; Thoughts on Writing Well

	<i>Activities to Complete</i>	<i>Due</i>	<i>Points</i>
Objectives	1) Summarize Zinsser's main points concerning good writing. 2) Consider several key aspects of your writing and evaluate your strengths and weaknesses as a writer. 3) Apply Zinsser's suggestions on writing well to the revision process. 3) Demonstrate clean writing, clear organization, and critical thinking in written analysis.		
Readings	ZINSSER: <i>On Writing Well</i> (Chapters 1-10, 20-24)		
Lesson Presentations	"Introduction to Short Fiction" "Introduction to Poetry" "Introduction to Drama"		
Discussion Questions	What issues or questions were brought up by the reading? What did you find personally meaningful? What did you agree/disagree with? Like/dislike?	Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central)	50
Learning Activities	Quiz #2: Literary terminology	Thurs. @ 11:59 pm (Central) of Week 1	50
	Essay #2	Sun. @ 11:59 pm (Central) of Week 1	80

Week 3 – Men and Women / Love and Desire

	Activities to Complete	Due	Points
Objectives	1) Analyze the complexities involved in the relationships displayed in this week's reading. 2) Define the literary concept of "epiphany" and perform an in-depth examination of a specific literary epiphany. 3) Demonstrate clean writing, clear organization, and critical thinking in written analysis.		
Readings	SHORT FICTION HEMINGWAY: "Hills Like White Elephants" (176) UPDIKE: "A & P" (268) OATES: "Where Are You Going, Where Have You Been?" (286) POETRY SHAKESPEARE: "Sonnet 116" (427) DONNE: "A Valedictorian Forbidding Mourning" (431) MARVEL: "To His Coy Mistress" (439) BURNS: "A Red, Red Rose" (pdf) BARRETT BROWNING: "How Do I Love Thee?" (464) BROWNING: "My Last Duchess: (468) SEXTON: "Cinderella" (557) DRAMA GLASPELL: <i>Trifles</i> (939)		
Lesson Presentations	"Character Types "Point of View"		
Discussion Questions	What issues or questions were brought up by the reading? What did you find personally meaningful? What did you agree/disagree with? Like/dislike?	Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central)	50
Learning Activities	Quiz #3 Essay #3	Thurs. @ 11:59 pm (Central) of Week 1 Sun. @ 11:59 pm (Central) of Week 1	20 80

Week 4 – Individual vs. Society

	Activities to Complete	Due	Points
Objectives	1) Examine the causes and effects of alienation on one or more literary characters. 2) Explain the nuances of literary irony. 3) Demonstrate clean writing, clear organization, and critical thinking in written analysis.		
Readings	SHORT FICTION HAWTHORNE: “Young Goodman Brown” (3) POE: “The Cask of Amontillado” (14) CATHER: “Paul’s Case” (pdf) POETRY ROBINSON: “Richard Cory” (502) FROST: “The Road Not Taken” (504), “Stopping by Woods” (505), and “Acquainted with the Night” (506) ELIOT: “The Love Song of J. Alfred Prufrock” (516) DRAMA SOPHOCLES: <i>Oedipus the King</i> (685)		
Lesson Presentations	“Types of Irony” “ <i>Oedipus Rex</i> ”		
Discussion Questions	What issues or questions were brought up by the reading? What did you find personally meaningful? What did you agree/disagree with? Like/dislike?	Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central)	50
Learning Activities	Quiz #4	Thurs. @ 11:59 pm (Central) of Week 1	20
	Essay #4	Sun. @ 11:59 pm (Central) of Week 1	80

Week 5 – Faith and Doubt, Life and Death

	Activities to Complete	Due	Points
Objectives	1) Consider broadly the notions of faith and doubt. 2) Examine the myriad ways death is presented in literature. 3) Demonstrate clean writing, clear organization, and critical thinking in written analysis.		
Readings	SHORT FICTION O’CONNOR: “A Good Man Is Hard to Find” (250) PORTER: “The Jilting of Granny Weatherall” (pdf file) CARVER: “Cathedral” (274) POETRY BLAKE: “The Lamb” (446) and “The Tyger” (447) TENNYSON: “Ulysses” (466) WHITMAN: “Song of Myself, Sections 1, 3, 6, 7, 51, 52” (470) ARNOLD: “Dover Beach” (490) DICKINSON: “I Heard a Fly Buzz” (492) and “Because I Could Not Stop for Death” (493) HOPKINS: “God’s Grandeur” (497) HOUSMAN: “To an Athlete Dying Young” (498) YEATS: “The Second Coming” (500) OWEN: “Dulce et Decorum Est” (521) STAFFORD: “Traveling through the Dark” (539) LONGER FICTION KAFKA: <i>The Metamorphosis</i> (90)		
Lesson Presentations	“Blake’s Art”		
Discussion Questions	What issues or questions were brought up by the reading? What did you find personally meaningful? What did you agree/disagree with? Like/dislike?	Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central)	50
Learning Activities	Quiz #5 Essay #5	Thurs. @ 11:59 pm (Central) of Week 1 Sun. @ 11:59 pm (Central) of Week 1	20 80

Week 6 – Race, Class, and Culture

	Activities to Complete	Due	Points
Objectives	1) Summarize the ways in which authors explore racial, social, and cultural conflicts. 2) Demonstrate clean writing, clear organization, and critical thinking in written analysis. 3) Evaluate a variety of secondary sources and integrate secondary source material into analytical writing.		
Readings and Viewing	SHORT FICTION FAULKNER: “Winter Dreams” (149) FAULKNER: “A Rose for Emily” (168) ELLISON: “Battle Royal” (203) JACKSON: “The Lottery” (216) POETRY HUGHES: “Theme for English B” (524) & “Harlem” (528) CULLEN: “Incident” (529) RANDALL: “Ballad of Birmingham” (538) BROOKS: “We Real Cool” (542) FILM GRIFFITH: The Birth of a Nation		
Lesson Presentations	“Introduction to Film Analysis” “Essay #6 Handout”		
Discussion Questions	What issues or questions were brought up by the reading? What did you find personally meaningful? What did you agree/disagree with? Like/dislike?	Initial posts by Thursday 11:59 pm (Central); follow-up responses by Sunday at 11:59 pm (Central)	50
Learning Activities	Quiz #6	Thurs. @ 11:59 pm (Central) of Week 1	20
	Essay #6	Sun. @ 11:59 pm (Central) of Week 1	150